		Upper Key Stage 2- English Writing Objectives	
		Year 5	**Year 6**
Vocabulary, grammar and punctuation	**Word**	When teaching word objectives, check with Year 5 and 6 Spelling Sheet for spelling rules which may link (more examples of prefixes and suffixes can be found on the spelling sheet). Revise and check Year 1, 2, 3 and 4 terminology and previous word/spelling objectives and ensure children understand grammatical terms such as a "negative prefixes" before teaching word/spelling related objectives. 1. Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify -en*] **2. Verb prefixes (negative prefixes)** [for example, *dis–, de–, mis–, over– and re–*] See Year 5 and 6 Spelling Sheet	Revise and check Year 1, 2, 3, 4 and 5 terminology and previous word/spelling objectives. 1. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] 2. How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
	Sentence	**Choose and write various types of sentences, including using more complex sentences with:** **1. Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun. 2. Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*] 3. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)	Use and apply a wide variety of sentence types confidently, **for a particular purpose and to create a certain effect,** including: 1. Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. 2. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend*, *isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]
	Text	Build upon text features learnt in Year 2, 3 and 4 for a range of text types and independently: 1. Use paragraphs to organise content within writing: a. Begin paragraphs with a general topic sentence, outlining the main reason/topic within the paragraph. b. Elaborate on topic sentences within a paragraph by using further description, facts, opinion or evidence which relate to the point/topic. c. Link ideas across paragraphs using **adverbials in various ways including:** time [for example, *later*] place [for example, *nearby*] number [for example, *secondly*] tense choices [for example, he *had* seen her before] 2. Opening and endings are appropriate to the task and linked.	Independently choose and use an appropriate text type to fulfil a given task confidently, using the text features for the text type: 1. Paragraphs clearly structure main ideas across text to support purpose and link ideas across paragraphs using a wider range of **cohesive devices, to support purpose and/or have a particular effect on the reader**: a. Repetition of a **word** or phrase b. Reference chains (e.g. litter, rubbish, unwanted items) c. Use paragraphs of differing lengths (e.g. one line paragraphs for emphasis) 2. Demonstrate an understanding of how the order of paragraphs can have a desired effect on the reader. 3. Appropriate layout devices to fit with the text type [for example, using columns, headline with a newspaper report)
	Punctuation	1. Use of commas to clarify meaning or avoid ambiguity, and to mark clauses in complex sentences. **2. Punctuation** of bullet points to list information. 3. How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]	1. Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] 2. Use of the colon to introduce a list and use of semi-colons within lists 3. Brackets, dashes or commas to indicate parenthesis (e.g. I want you (now) to go to the shop, I want you, now, to go to the shops or I want you- now- to go to the shops)
	Termino	modal verb, relative pronoun, relative clause, , cohesion, ambiguity, negative prefixes, noun phrase, bullet points, hyphen	subject, object, active, passive, synonym, antonym, colon, semi-colon, , parenthesis, bracket, dash
Composition		Plan by: 1. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 2. Independently selecting ideas, drawing on reading and research where necessary 3. Choose an appropriate or preferred organisational structure for planning Develop an ability to write a range of text types and for a variety of purposes by: 1. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 2. Main purpose of writing is clear and consistently maintained 3. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 4. Development of ideas and material to suit purpose and audience (e.g. imaginative detail, expanded opinion) 5. Clear viewpoint established, developed and maintained. Edit by: 1. Assessing the effectiveness of their own and others' writing and suggesting improvements 2. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 3. Proof-read for spelling and punctuation errors.	
Handwriting		1.Write legibly, fluently and with increasing speed by: a. choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. b. choosing the writing implement that is best suited for a task.	